PART I – Course Information

Course Type
☒ Existing/Restructured
☐ New Course Proposed Fall 2013

If new, have you submitted a Form B to the SHSU Curriculum Committee? ☐ Yes ☒ No

Course Prefix & Number: AGRI/2399

Texas Common Course Number (TCCN Matrix): None

Course Title: Floral Design

Course Catalog Description (Copy and paste from online catalog for existing courses):
Principles and elements of design illustrated with the use of floral materials; techniques involved in design and construction of floral arrangements; history and utilization of floral art in society.

Course Prerequisites: None

Available Online?
☐ Yes, currently developed in online delivery mode
☐ Anticipated development in online delivery mode (Semester, Year: 2014)
☒ No

Number of Sections to be Offered per Academic Year: 4

Estimated Enrollment per Section: 40

Course Level (freshman, sophomore): Sophomore

Designated Contact Person (for follow-up communication purposes): Dwayne Pavelock

E-Mail Address: agr_dxp@shsu.edu

Phone: 4-1186

Approvals

Department Chair: [Signature] October 17, 2012

Academic Dean: [Signature] 10/19/2012

Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
PART II – THECB Foundational Component Areas

See Appendix for full description of each component area.

Select Component Area: V. Creative Arts

In one paragraph, describe how the proposed course will fulfill the core and skill objectives of the component area: This course will focus on the exploration of floral design as an art and enable students to develop an appreciation for floral and plant-related creative activities as an art form. The history of this art form will be examined to foster an understanding of the progression of floral design in accordance with societal norms, cultural changes, and improved techniques. A focus on aesthetics elements affiliated with floral design will further assist the student in developing an appreciation for various styles of expression. Finally, interdependence with other creative arts including painting, musical theater, and dance, will be explored.

PART III – Course Objectives & Student Learning Outcomes (SLO)

Insert the applicable course objectives stated as student learning outcomes (e.g., Students completing the course will be able to...) that support the core component area objectives. Please reference the component rubric for additional information on core component area objectives.

Objective/SLO 1: Students will compare and contrast designs from various historical periods of floral art, particularly as it relates to current practice.

How will the objective be addressed (including strategies and techniques)? Direct instruction and construction of a timeline will be utilized to provide students with the history of floral design, including occidental style (evolved with Egyptians and later influenced by Europeans), western style, and oriental style. Students will further be required to evaluate, and distinguish between, the different styles by examining artifacts via PowerPoint presentations. Examining the historical aspects of floral design will foster an appreciation for creative artifacts, such as floral paintings of Monet and van Gogh. Independent reading and research assignments will be used to encourage deep learning of historical and contemporary uses of floral sculptures. Finally, laboratory exercises will enable students to apply concepts learned in the classroom as an additional element for appreciating works of the human imagination.

Describe how the objective will be assessed: Direct assessment will occur through embedded questions in comprehensive examinations and periodic quizzes related to independent reading and research assignments. Direct assessment will also include the instructor's observance of laboratory activities and exercises to analyze whether students can apply classroom concepts in an informal setting. Indirect assessment will consist of informal discussion and oral questioning strategies during lectures.
Objective/SLO 2: Students will analyze and assess the properties and psychological effects of artifacts, both historical and contemporary, of floral sculptures.

How will the objective be addressed (including strategies and techniques)?
The color wheel is just one vital component in the creation and interpretation of floral designs. Color has psychological effects on the receiver or interpreter and typically results in a particular emotional response. Line, harmony, and composition are other properties whose effects will vary according to the degree of human imaginative creativity used. These crucial properties, as well as shape, texture, size, and space will be taught through demonstration and analysis of still-life paintings typically hanging in museums, instructor demonstration, and student activity. Students will then analyze self-created artifacts and those created by fellow students to assess the extent to which the design's purposes were accomplished.

Describe how the objective will be assessed: Students will assess the creative artifacts of others by offering critiques of their designs, and also by interpreting what the creator hoped to communicate. A rubric (Appendix A) will be used by students to assess and interpret the works of others. Students will examine the proper use of color schemes, lines, harmony, and composition in their analyses. Direct assessment will also occur through questions imbedded into examinations. The instructor will assess the degree to which students understand these concepts by directly assessing student work through observation, active participation in laboratory exercises, and written assessments (Appendix A).

Objective/SLO 3: Students will synthesize and interpret floral composition/sculpture techniques.

How will the objective be addressed (including strategies and techniques)?
Students will show their synthesis of the principles through using their own imagination to create specific artifacts for aesthetic value related to various occasions. They will be required to use aesthetic judgments and interpretation to indicate their command of principles and techniques related to the sculpturing of floral designs and provide creative expression. Additionally, students will be required to analyze the works of others to interpret their meaning and creativity.

Describe how the objective will be assessed: Direct assessment will occur through the use of a rubric (Appendix B) by the instructor to assess students' ability to create a work of art that meets the specific criteria affiliated with the art form of floral design/sculpture. Examinations will include embedded questions to assess students' understanding of principles and elements affiliated with floral design. Indirect assessment will include the use of a rubric (Appendix B) by students to make aesthetic judgments and interpretations of others' works of art. Informal assessment will occur through instructor observation during laboratory activities to determine the level at which a student understands proper design and interpretation techniques.

Objective/SLO 4: Students will communicate in critical, creative, and innovative ways about works of art.

How will the objective be addressed (including strategies and techniques)?
The composition and suitability of flower and foliage use, based on their shape and size, will be addressed through direct instruction. Students will utilize verbal, visual, and written communication skills when explaining the creation of their own artifact or when providing a critique of others' works. Critiques of still-life paintings, musicals, and dances related to floral aspects will be an element of direct instruction (e.g., Dance of the Flowers from Tchalkovsky's Nutcracker Suite, The Blue Flower musical by Jim Bauer and Ruth Bauer, van Gogh's...
Sunflower series). Students will also examine what can be communicated through the arrangement/sculpture of flowers and foliage, especially as it pertains to aesthetic presentation related to various occasions. Examples of correct and incorrect usage will be provided as realia so that students can have a visual opportunity to comprehend the subject matter. Lab activities will incorporate students' abilities to identify and critique designs from a holistic viewpoint. Finally, such lab activities will assist students in the analysis and synthesis of flower and foliage roles in this type of art form.

Describe how the objective will be assessed: Students will be required to complete formal, written examinations that assess their mastery of critiquing their own work, as well as others' works. Oral communication skills will be directly assessed by the instructor as students verbally critique these same floral sculptures. Finally, students will create floral artifacts to visually communicate appropriate feelings and intentions when provided specific occasions and scenarios. This visual communication component will be directly assessed by the instructor's use of a rubric (Appendix A).
Objective/SLO 5: None

How will the objective be addressed (including strategies and techniques)?
N/A

Describe how the objective will be assessed: N/A

PART IV – THECB Skill Objectives

Address each of the THECB skill objectives required within the component area. Explain how the skill is addressed, including specific strategies to address the skill(s). Address ALL skill objectives associated with the selected Component Area. (See Appendix)

1. Critical Thinking Skills: to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information

How will the skill be addressed (including specific strategies, activities, and techniques)?
Students will develop and use critical thinking skills as they create, design and evaluate floral designs/sculptures. Direct instruction and lab exercises provide the backbone to support the creative thinking, innovation, inquiry and analysis, as well as evaluation and synthesis of information to accomplish the desired learning outcomes. As examples, students will also engage in: (1) innovative skills through fashioning their own works of art; (2) inquiry activities by studying the historical elements of floral design/sculpture as an art form; (3) analysis of the design elements of texture, space, color, form and line; (4) synthesis skills in assessing the design principles of harmony, unity, balance and rhythm; and (5) evaluation activities by providing critiques of floral designs (2D and 3D examples) to determine proper design elements and principles.

2. Communication Skills: to include effective development, interpretation and expression of ideas through written, oral and visual communication

How will the skill be addressed (including specific strategies, activities, and techniques)?
Students will be required to communicate their assessment of creative products in oral, visual, and written form. Visual and oral assessments will be the primary methods of communication, with written used for critiques and interpretations. The oral communication component will entail students expressing their critiques of floral designs to the instructor and classmates, and in communicating the proper steps required of fashioning floral designs. Visual communication will be required when students assess, appraise, and appreciate floral designs/visual arrangements as an art form, as well as observing the reactions of persons who are recipients of floral designs. Students will be engaged in written communication through design appraisal comments, while laboratory activities will include students submitting lab reports in written form, sketching and identifying the role of plant materials used, and ordering materials.
3. **Empirical and Quantitative Skills:** to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions

How will the skill be addressed (including specific strategies, activities, and techniques)?

**N/A**

4. **Teamwork:** to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal

How will the skill be addressed (including specific strategies, activities, and techniques)?

Teams of 2-3 persons will design, create, and deliver a floral sculpture for a particular event. This creative artifact assignment will include a theme, list of materials, and budget. Teams will be required to express ideas and exhibit talents during the process, utilizing available resources and native plant material from a natural landscape. Upon completion, teams will then analyze and critique creations of other teams to foster an appreciation for ideas outside their own. Additionally, one lab practicum will consist of students working as a team to develop an appreciation for designs fashioned for particular clients, utilizing only the time and materials made available.
5. **Personal Responsibility**: to include the ability to connect choices, actions and consequences to ethical decision-making

How will the skill be addressed (including specific strategies, activities, and techniques)?

N/A

6. **Social Responsibility**: to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities

How will the skill be addressed (including specific strategies, activities, and techniques)?

A variety of strategies will be used to help students develop an understanding of different cultures, practice civic responsibilities, and engage in regional, national, and global communities. Students will fashion floral sculptures as creative artifacts, then deliver those artifacts to a person or organization to experience the strong, positive effects of flowers on emotional well being. This activity will satisfy the community service activity required of all students in the course. Additionally, students will interact and communicate with peers of other cultures during the team activity, engage in civic responsibility, and be involved in the community through this activity and by fashioning a design common in a country besides the United States. Students will also discover the psychological effect of flowers through the giving of floral designs. Environmental responsibility and conservation practices will be examined by employing composting and recycling guidelines set forth in laboratory instructions and activities. Studying the historical aspects of floral design as an art form will permit students to recognize global cultural uses of flowers, plant materials and foliage.

---

**PART V – SHSU Core Curriculum Committee Requirements**

1. Using a 15-week class schedule, identify the topics to be covered during each week of the semester. Provide sufficient detail to allow readers to understand the scope and sequence of topics covered.

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Overview of Floral Design as an Art Form; History of Floral Design: Egyptian through contemporary designs of today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Design Elements and Principles of Designs</td>
</tr>
<tr>
<td>Week 3</td>
<td>Components of Floral Designs and the Role of Flower/Foliage (i.e. line, form, mass, filler); Care and Handling of Flowers/Foliage</td>
</tr>
<tr>
<td>Week 4</td>
<td>Design Elements: Color (color wheel, color schemes, value, tint), form, texture, line, space, fragrance</td>
</tr>
<tr>
<td>Week 5</td>
<td>Principles of Design: Composition, harmony, unity, focal point</td>
</tr>
<tr>
<td>Week 6</td>
<td>Principles of Design: Proportion, scale, balance, rhythm</td>
</tr>
<tr>
<td>Week 7</td>
<td>Floral Design Shapes: symmetrical, asymmetrical, right angle, scalene triangle, round</td>
</tr>
<tr>
<td>Week 8</td>
<td>Floral Design Shapes: Crescent, S-curve, horizontal, vertical; Types of Designs: Classic (Mille de fleur, Biedermeier, Phoenix, Waterfall)</td>
</tr>
<tr>
<td>Week 9</td>
<td>Types of Designs: Naturalistic (botanical, vegetative, landscape)</td>
</tr>
<tr>
<td>Week 10</td>
<td>Types of Designs: Linear (parallel systems, new convention, formal linear)</td>
</tr>
<tr>
<td>Week 11</td>
<td>Types of Designs: Contemporary or modernistic (sheltered, pave', new wave, sheltered)</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Week 12</td>
<td>Types of Designs: Oriental (history, symbolism associated with plant material, specific designs of Ikebana and Moribana)</td>
</tr>
<tr>
<td>Week 13</td>
<td>Advanced Design Shapes: Basing, grouping/zoning, banding, binding, shadowing, sequencing; Flowers for All Occasions: Weddings, sympathy, celebrations</td>
</tr>
<tr>
<td>Week 14</td>
<td>Types of Containers; Methods of Preserving Flowers</td>
</tr>
<tr>
<td>Week 15</td>
<td>The Floral Industry: Harvest, distribution, retail shop, careers and continuing education</td>
</tr>
</tbody>
</table>

2. Attachments (Syllabus Required)

Syllabus Attached? ☒ Yes ☐ No

Other Attached? ☒ Yes ☐ No If yes, specify: Rubrics; Examples of embedded questions
Appendix: THECB Component Area Descriptions and Skill Requirements

I. Communication (Courses in this category focus on developing ideas and expressing them clearly, considering the effect of the message, fostering understanding, and building the skills needed to communicate persuasively. Courses involve the command of oral, aural, written, and visual literacy skills that enable people to exchange messages appropriate to the subject, occasion, and audience.)

II. Mathematics (Courses in this category focus on quantitative literacy in logic, patterns, and relationships. Courses involve the understanding of key mathematical concepts and the application of appropriate quantitative tools to everyday experience.)

III. Life and Physical Sciences (Courses in this category focus on describing, explaining, and predicting natural phenomena using the scientific method. Courses involve the understanding of interactions among natural phenomena and the implications of scientific principles on the physical world and on human experiences.)

IV. Language, Philosophy, and Culture (Courses in this category focus on how ideas, values, beliefs, and other aspects of culture express and affect human experience. Courses involve the exploration of ideas that foster aesthetic and intellectual creation in order to understand the human condition across cultures.)

V. Creative Arts (Courses in this category focus on the appreciation and analysis of creative artifacts and works of the human imagination. Courses involve the synthesis and interpretation of artistic expression and enable critical, creative, and innovative communication about works of art.)

VI. American History (Courses in this category focus on the consideration of past events and ideas relative to the United States, with the option of including Texas History for a portion of this component area. Courses involve the interaction among individuals, communities, states, the nation, and the world, considering how these interactions have contributed to the development of the United States and its global role.)

VII. Government/Political Science (Courses in this category focus on consideration of the Constitution of the United States and the constitutions of the states, with special emphasis on that of Texas. Courses involve the analysis of governmental institutions, political behavior, civic engagement, and their political and philosophical foundations.)

VIII. Social and Behavioral Sciences (Courses in this category focus on the application of empirical and scientific methods that contribute to the understanding of what makes us human. Courses involve the exploration of behavior and interactions among individuals, groups, institutions, and events, examining their impact on the individual, society, and culture.)

<table>
<thead>
<tr>
<th>Required Skill Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Foundational Component Areas</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
</tr>
<tr>
<td>Language, Philosophy &amp; Culture</td>
</tr>
<tr>
<td>Creative Arts</td>
</tr>
<tr>
<td>American History</td>
</tr>
<tr>
<td>Government/Political Science</td>
</tr>
<tr>
<td>Social and Behavioral Sciences</td>
</tr>
</tbody>
</table>

Submit completed, signed form to Core Curriculum Committee - Box 2478 or Fax 4-1271
Course # and Title
AGRI 2399.01, Floral Design (CRN 81764)
Lecture: MW 10:00-10:50
Lab: M 3:00-4:50; TU 3:00-4:50; TH 3:00-4:50; FR 10:00-11:50

Instructor
Sharon Frey, Lecturer
Office: 311B Thomason Bldg.
Phone: 936-294-1224
E-mail: slf009@shsu.edu

Teaching Assistant
Casey Page
Office: Farrington 219A
Phone: 936-294-4557
E-mail: cjpo12@shsu.edu

Text
(optional)

Lab Manual
*Floral Design Lab Manual* available at the campus bookstore, Barnes & Noble. Students are required to have this manual. Copied pages will not be accepted for a grade.

Course Description
Floral Design. Principles and elements of design illustrated with the use of floral materials; techniques involved in design and construction of floral arrangements; history and utilization of floral art in society.

Course Objective
Upon completion of this course, students will be able to:
1. compare and contrast designs from various historical periods of floral art, particularly as it relates to current practice;
2. analyze and assess the properties and psychological effects of floral designs;
3. describe and assess floral composition techniques; and
4. demonstrate the appropriate usage of components within a floral design, especially the role of each flower and foliage used.

Course Outline and Topics
Topics will include, but not be limited to, the following:
- Floral design history
- Design principles and elements
- Floral design process and techniques
- Identification of plant material
- Care and handling of cut flowers and foliage
- Shapes of floral designs
- Special occasion and seasonal designs
- Assessing floral arrangements as an art form
- Cultural aspects of floral design
- Interpreting floral arrangement as a means of expression

Course Evaluation

Two (2) lecture exams @ 100 pts. each  200
Final exam (comprehensive)           100
Lecture quizzes & assignments (random)  7
Lab quizzes (random @ 10 pts. each)   7
Lab practicals                       100
Lab participation (10 pts. per lab)   120

You are responsible for monitoring your grade!

Course Evaluation Descriptions
- Lecture exams will include all notes and discussions from lecture.
- Details and guidelines for various assignments will be discussed in lecture.
- Lab quizzes will cover materials discussed in labs, including plant identification (common, genus, species, flower type) and tool identification
- Lab practical will involve the identification of plant material used in labs (common name, genus, species, flower type), identifying design elements, and principles of creating a design.
- Design and deliver a minimum of one arrangement to a designated event/organization (Community service activity requirement!!!)
- Donate a minimum of one design to an individual and compose a “reflection” regarding that experience.
- Grades are calculated by percentage of total possible points. The lecture and lab are calculated as one grade

Use of Tobacco and Tobacco Products

Sam Houston State University is a tobacco free campus and all tobacco products are prohibited in all buildings and outdoor public areas on campus. This includes the Horticulture Complex where labs are located.

Department of Agricultural Sciences Attendance Policy

1. Regular and punctual attendance is expected of each student in the Department of Agricultural Sciences at Sam Houston State University.
2. If a student misses three or more classes, the student’s grade will be reduced by one letter grade. Additional penalties may be assessed at the discretion of the instructor.
3. Three unexcused or unjustified tardies or early departures are considered as one absence.
4. Excused absences must be documented by the student with a letter of confirmation from the sponsoring student organization, professor or doctor. Exemptions will include participation in departmental activities when prior approval is attained from the Department Chair.
5. No exams or assignment will be given at alternative times unless arrangements are made with the professor/instructor before the scheduled activity occurs.
Academic Dishonesty
All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain complete honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including, but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials.

Classroom Rules of Conduct
Students will refrain from behavior in the classroom that intentionally or unintentionally disrupts the learning process and, thus, impedes the mission of the university. Cellular telephones and pagers must be turned off before class begins. Students are prohibited from eating in class, using tobacco products, making offensive remarks, reading newspapers, sleeping, talking at inappropriate times, wearing inappropriate clothing, or engaging in any other form of distraction. Inappropriate behavior in the classroom shall result in a directive to leave class. Students who are especially disruptive also may be reported to the Dean of Students for disciplinary action in accordance with university policy.

Visitors in the Classroom
Unannounced visitors to class must present a current, official SHSU identification card to be permitted in the classroom. They must not present a disruption to the class by their attendance. If the visitor is not a registered student, it is at the instructor’s discretion whether or not the visitor will be allowed to remain in the classroom.

Student Absences on Religious Holy Days
Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student who is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). This request must be made in the first fifteen days of the semester or the first seven days of a summer session in which the absence(s) will occur. The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed.

American with Disabilities Act
SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then you are encouraged to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential.
NOTE: No accommodation can be made until you register with the Counseling Center.
Use of Telephone and Text Messagers in Academic Classrooms and Facilities

Any use of a telephone or text messager or any device that performs these functions during class is considered rude and inconsiderate of others in the class. Please refrain from such actions. If considered an emergency use please leave the classroom.

Use of such devices is prohibited during a test period, quiz or any in class written assignment. The visible presence of such a device during these times will result in a zero for that test, quiz or assignment. Store them in such a way that they cannot be seen or used by the student. Use of these devices during these times is considered a de facto evidence of cheating and could result in a charge of academic dishonesty (see student code of conduct http://www.shsu.edu/students/guide/StudentGuidelines2010-2012.pdf#page=29).

Tentative Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Overview of Floral Design as an Art Form; History of Floral Design: Egyptian through contemporary designs of today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>Design Elements and Principles of Designs</td>
</tr>
<tr>
<td>Week 3</td>
<td>Components of Floral Designs and the Role of Flower/Foliage (i.e. line, form, mass, filler); Care and Handling of Flowers/Foliage</td>
</tr>
<tr>
<td>Week 4</td>
<td>Design Elements: Color (color wheel, color schemes, value, tint), form, texture, line, space, fragrance</td>
</tr>
<tr>
<td>Week 5</td>
<td>Principles of Design: Composition, harmony, unity, focal point</td>
</tr>
<tr>
<td>Week 6</td>
<td>Principles of Design: Proportion, scale, balance, rhythm</td>
</tr>
<tr>
<td>Week 7</td>
<td>Floral Design Shapes: symmetrical, asymmetrical, right angle, scalene triangle, round</td>
</tr>
<tr>
<td>Week 8</td>
<td>Floral Design Shapes: Crescent, S-curve, horizontal, vertical; Types of Designs: Classic (Mille de fleur, Biedermier, Phoenix, Waterfall)</td>
</tr>
<tr>
<td>Week 9</td>
<td>Types of Designs: Naturalistic (botanical, vegetative, landscape)</td>
</tr>
<tr>
<td>Week 10</td>
<td>Types of Designs: Linear (parallel systems, new convention, formal linear)</td>
</tr>
<tr>
<td>Week 11</td>
<td>Types of Designs: Contemporary or modernistic (sheltered, pave', new wave, sheltered)</td>
</tr>
<tr>
<td>Week 12</td>
<td>Types of Designs: Oriental (history, symbolism associated with plant material, specific designs of Ikebana and Moribana)</td>
</tr>
<tr>
<td>Week 13</td>
<td>Advanced Design Shapes: Basing, grouping/zoning, banding, binding, shadowing, sequencing; Flowers for All Occasions: Weddings, sympathy, celebrations</td>
</tr>
<tr>
<td>Week 14</td>
<td>Types of Containers; Methods of Preserving Flowers</td>
</tr>
<tr>
<td>Week 15</td>
<td>The Floral Industry: Harvest, distribution, retail shop, careers and continuing education</td>
</tr>
</tbody>
</table>
Appendix A

Appraiser's Name: ________________________________

Designer's Name: ________________________________

Design Appraisal Rubric
AGRI 2399

Please score each category using the scale provided.

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occasion/Theme</td>
<td>9-10</td>
<td>6-8</td>
<td>3-5</td>
<td>0-2</td>
</tr>
<tr>
<td>Points: _____</td>
<td>Compliments occasion/theme extremely well; very creative</td>
<td>Acceptable for occasion/theme</td>
<td>Somewhat generic; works for occasion/theme but lacks creativity</td>
<td>Minimally or not appropriate for the occasion/theme</td>
</tr>
<tr>
<td>Composition</td>
<td>9-10</td>
<td>6-8</td>
<td>3-5</td>
<td>0-2</td>
</tr>
<tr>
<td>Points: _____</td>
<td>Eye-catching; jumps out at appraiser; much thought put into the design, plant material, color, and container</td>
<td>Nice design; complete and pleasing to the eye; adequate thought put into design, plant material, color, and container</td>
<td>Minimally acceptable but needs major refinement; low amount of attention to required components</td>
<td>Haphazardly composed with very little or no attention given to elements required</td>
</tr>
<tr>
<td>Harmony</td>
<td>9-10</td>
<td>6-8</td>
<td>3-5</td>
<td>0-2</td>
</tr>
<tr>
<td>Points: _____</td>
<td>Beautiful and breathtaking composition; great relationship between each component of design.</td>
<td>Colors, size of plant material and container blend together nicely</td>
<td>One component differs too greatly; major lack of blending that detracts from positive attributes</td>
<td>Very poor degree of harmony between flowers, foliage, and container; complete lack of blending components</td>
</tr>
<tr>
<td>Color</td>
<td>9-10</td>
<td>6-8</td>
<td>3-5</td>
<td>0-2</td>
</tr>
<tr>
<td>Points: _____</td>
<td>Outstanding combination of colors; appropriate for occasion/theme; helps achieve harmony/unity/balance</td>
<td>Color selection pleasing for design but lacks creativity for occasion/theme; could be enhanced in some manner</td>
<td>Colors unimpressive and not completely appropriate; choice of colors decreases ability to appreciate quality of other components</td>
<td>Colors do not blend at all and are not appropriate for the occasion/theme</td>
</tr>
<tr>
<td>Line</td>
<td>9-10</td>
<td>6-8</td>
<td>3-5</td>
<td>0-2</td>
</tr>
<tr>
<td>Points: _____</td>
<td>Creates rhythm; eye moves throughout the arrangement; expresses motion</td>
<td>Lines are clean; stems not crossed; some rhythm within arrangement</td>
<td>Limited movement recognized; merely provides for shape and structure without enhancing overall quality</td>
<td>Dull, lifeless design; no movement recognized</td>
</tr>
</tbody>
</table>

GRADE: __________

Comments, including extent to which the design's purpose was accomplished:
Appendix B

Design Team Members: ____________________________

Appraisal Team Members: ____________________________

Team Design Rubric
AGRI 2399

<table>
<thead>
<tr>
<th>Category</th>
<th>0-6 points</th>
<th>0-5 points</th>
<th>0-4 points</th>
<th>0-2 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance (possesses mechanical and visual balance)</td>
<td>Provides visual interest and intrigue</td>
<td>Achieved by use of color</td>
<td>Achieved by use of texture and/or shape</td>
<td>Self-supporting</td>
</tr>
<tr>
<td>Total Points:</td>
<td><strong>Points:</strong> ________</td>
<td><strong>Points:</strong> ________</td>
<td><strong>Points:</strong> ________</td>
<td><strong>Points:</strong> ________</td>
</tr>
<tr>
<td>Proportion/Scale-Relationship of Parts</td>
<td>Height or width proportional to Container</td>
<td>Flowers and/or foliage to scale with container</td>
<td>Flowers/foliage to scale with each other within the arrangement</td>
<td>Arrangement fit the location</td>
</tr>
<tr>
<td>Total Points:</td>
<td><strong>Points:</strong> ________</td>
<td><strong>Points:</strong> ________</td>
<td><strong>Points:</strong> ________</td>
<td><strong>Points:</strong> ________</td>
</tr>
<tr>
<td>Rhythm (flow of design; creation of visual pathway)</td>
<td>Creates a sense of movement within the arrangement</td>
<td>Achieved through the use of transition</td>
<td>Achieved through use of radiating lines; no stems are crossed</td>
<td>Achieved through use of repetition (color, line, texture)</td>
</tr>
<tr>
<td>Total Points:</td>
<td><strong>Points:</strong> ________</td>
<td><strong>Points:</strong> ________</td>
<td><strong>Points:</strong> ________</td>
<td><strong>Points:</strong> ________</td>
</tr>
<tr>
<td>Unity (all parts of design complement each other)</td>
<td>Values and intensities of colors add interest</td>
<td>Various textures, shapes and sizes blend well together</td>
<td>Vase and plant material complement each other</td>
<td>No definite separation within the design</td>
</tr>
<tr>
<td>Total Points:</td>
<td><strong>Points:</strong> ________</td>
<td><strong>Points:</strong> ________</td>
<td><strong>Points:</strong> ________</td>
<td><strong>Points:</strong> ________</td>
</tr>
<tr>
<td>Mechanics</td>
<td>No floral foam showing</td>
<td>No anchor tape showing</td>
<td>Flowers wired properly</td>
<td>Accessories attached properly</td>
</tr>
<tr>
<td>Total Points:</td>
<td><strong>Points:</strong> ________</td>
<td><strong>Points:</strong> ________</td>
<td><strong>Points:</strong> ________</td>
<td><strong>Points:</strong> ________</td>
</tr>
</tbody>
</table>

**GRADE:** ________

Comments, including extent to which the design's purpose was accomplished:

Team Design Grade: ________
(85 points possible)

Teamwork Grade: ________
(16 points possible)

**TOTAL GRADE:** ________
(101 points possible)
# Appendix C

Team Member Name: ________________________________

## Teamwork Rubric

AGRI 2399

Please evaluate your team member for each category, using the scale provided, and providing a score for each category. Use one form for each team member.

<table>
<thead>
<tr>
<th>Contribution</th>
<th>Excellent</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Points: ______</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>0-1</td>
</tr>
<tr>
<td>4</td>
<td>Constantly provides useful ideas; frequently serves as team leader; constantly contributes to efforts of team; very reliable</td>
<td>Frequently provides useful ideas; contributes strongly to team efforts; occasionally assumes leadership role; reliable</td>
<td>Occasionally provides useful ideas; only contributes to the degree required or when requested; somewhat unreliable</td>
<td>Rarely or never provides useful ideas; does not show initiative or desire to participate; lack of effort created challenges for completing activity</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Problem-Solving</th>
<th>Points: ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Actively seeks and suggests solutions for scenarios; able to think critically and outside-the-box</td>
</tr>
<tr>
<td>3</td>
<td>Refines solutions suggested by others; able to analyze proposals in objective manner</td>
</tr>
<tr>
<td>2</td>
<td>Does not offer suggestions or refinements but is willing to try suggested ideas</td>
</tr>
<tr>
<td>0-1</td>
<td>Very rarely or never assists in identifying solutions; is critical of others' proposals without offering alternative</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Points: ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Never publicly criticizes project or work of others; always positive about task; willing to do what is best for the team</td>
</tr>
<tr>
<td>3</td>
<td>Rarely criticizes project or work of others in public; maintains positive attitude toward task</td>
</tr>
<tr>
<td>2</td>
<td>Occasionally publicly critical of project or others' work; seldom positive about task and may show disdain; attitude hampered completion of task at least once</td>
</tr>
<tr>
<td>0-1</td>
<td>Frequently critical of task and work of others; is often negative about others on personal and/or professional basis; attitude had strong effect on success of task</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Working with Others</th>
<th>Points: ______</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Almost always listens to and supports team members; encourages cooperation</td>
</tr>
<tr>
<td>3</td>
<td>Usually listens to and supports others; good team member; efforts encouraged others to perform assigned tasks</td>
</tr>
<tr>
<td>2</td>
<td>Creates some problems within team; listens to others but prefers &quot;my way&quot;; desired to work independently and not as a team</td>
</tr>
<tr>
<td>0-1</td>
<td>Showed no enthusiasm for collaboration; no concern for team members</td>
</tr>
</tbody>
</table>

| GRADE: | | |

Comments:
Appendix D

Common Final Exam Questions for AGRI 2399

Objective 1 Historical Periods

Identify as:
A. Egyptian Period  B. Greek Period  C. Roman Period
D. Byzantine Period  E. Renaissance Period  AB. Baroque and Dutch

1. Flowers arranged so only blossoms visible.

2. Floral decoration was important part of the arts

3. Began arranging flowers in baskets

4. Fragrance more important than

1. Types of floral art that is considered a “way of life”.
   a. Renaissance Design
   b. Japanese Design
   c. Traditional Design
   d. Victorian Design

2. Mature flowers, pods or dried leaves are used in Japanese designs to represent ____.
   a. future
   b. past
   c. present
   d. good fortune
   e. fertility

Objective 2 Effects of Color

1. ____ colors appear to be advancing towards you, appearing closer.
   a. Warm
   b. Cool
   c. Neutral
   d. Composite
2. _____ is the color of authority and power. It is popular in fashion because it makes people appear thinner.
   a. Red
   b. Black
   c. Yellow
   d. Brown

3. _____ is associated with royalty, wealth and sophistication.
   a. White
   b. Blue
   c. Red
   d. Purple

4. _____ is the easiest color on the eye. It is calming and refreshing.
   a. White
   b. Yellow
   c. Green
   d. Blue

Objective 3  Elements and Principles of Floral Design

1. _____ refers to the physical surface qualities of the plant material or composition of the arrangement.
   a. Line
   b. Texture
   c. Form
   d. Space

2. Repetition and transition are ways to achieve _______.
   a. Composition
   b. Focal Point
   c. Harmony
   d. Unity

3. A design with pleasing _____ has continuity that creates a visual pathway.
   a. rhythm
   b. balance
   c. scale
   d. proportion
4. _____ refers to how the design components relate to each other.

   a. Composition
   b. Focal Point
   c. Harmony
   d. Unity

Identify as:
A. Line      B. Form      C. Mass      D. Filler

  _____ 5. Gives length, linear pattern

  _____ 6. Adds volume to the design

  _____ 7. Creates framework for the arrangement

  _____ 8. Focal point flowers

9. Form flowers are typically used to establish the _____ of the design.

   a. rhythm
   b. focal point
   c. shape
   d. harmony

10. Which flowers/foliage provide a pathway for the eyes to follow throughout the design, thereby creating motion?

    a. Form
    b. Line
    c. Proportional
    d. Textured